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Unterrichtsmaterialien in digitaler und in gedruckter Form

Auszug aus:

Stationenlernen Nigeria - Voices from the African continent

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Nigeria
Stationenlernen

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Titel:	Nigeria – Voices from the African continent: Stationenlernen
Reihe:	Stationenlernen Englisch
Bestellnummer:	73727
Kurzvorstellung:	<p>Nigeria ist derzeit in vielen Bundesländern ein zentrales Thema der Abiturvorbereitung. Dieses Stationenlernen versucht, den Schüler:innen Hintergründe zu Kultur, Sprache, Politik und Geschichte des Landes näherzubringen. Durch das Format des Stationenlernens können die Schüler:innen den Inhalt selbständig erarbeiten und das individuelle Lerntempo jeweils anpassen. Auch zusätzliche Hilfestellung wird regelmäßig ermöglicht. Jegliches Zusatzmaterial ist nicht nur mit einem Internetlink, sondern auch mit QR Codes versehen, sodass Medien im Unterricht zielgerichtet eingesetzt werden können.</p>
Inhaltsübersicht:	<ol style="list-style-type: none">1. Modern Life in Nigeria – Social and Cultural Realities2. Life in Nigeria from Past to Present – Political and Historical Change3. Defining (Post-)Colonialism4. Being Poor - Despite Being Rich5. Nigerian Pidgin (NP)6. Nation and Identity in Nigeria: “Half of a Yellow Sun”7. “The Danger of a Single Story” - TED Talk by Chimamanda Adichie

Nigeria – Voices from the African continent

This learning cycle is going to give you lots of insights into the history, the modern life, and culture(s) of Nigeria.

Where to start: First, work on station 1 together in groups. Then, you can choose the order in which you work on the different stations together with a partner. The column overview of the content gives you an idea of the topics of each station.

After completing a station: Compare your answers to the solutions. Note down open questions or remarks, add the date of completion and tick off the station in the done column.

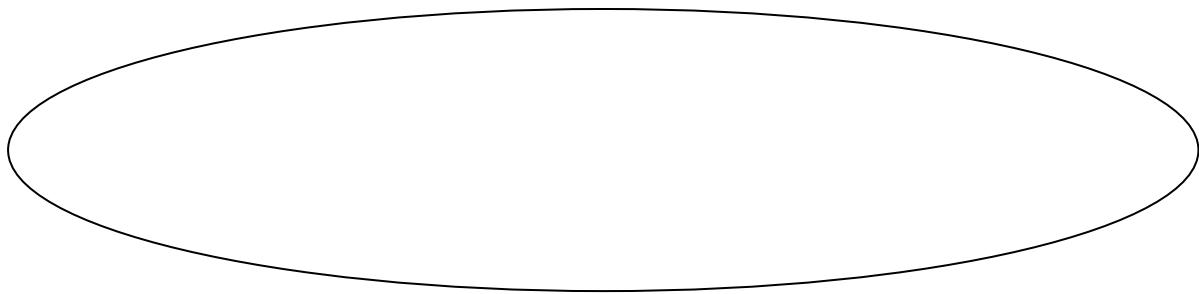
	Name of the station	Questions / Remarks	Date	done ✓
1	Modern Life in Nigeria – Social and Cultural Realities			
2	Life in Nigeria from Past to Present – Political and Historical Change			
3	Defining (Post-)Colonialism			
4	Being Poor - Despite Being Rich			
5	Nigerian Pidgin (NP)			
6	Nation and Identity in Nigeria: “Half of a Yellow Sun”			
7	“The Danger of a Single Story” - TED Talk by Chimamanda Adichie			

3. Modern life in Nigeria is influenced by many different aspects. Choose one of the following aspects to prepare a presentation on.

**population ♦ languages ♦ infrastructure
poverty ♦ education ♦ access to utilities (water and electricity)**

Prepare your presentation by following these steps:

- a) **Write down** facts you already know about your aspect of modern life in Nigeria oval below.



- b) **Write down** three guesses, assumptions, and expectations about your aspect of modern life in Nigeria into the following chart.

	correct	incorrect
•		
•		
•		

- c) **Do research** using reputable sources on the Internet, print or online encyclopaedias, etc.

Focus on finding out whether your guesses, assumptions and expectations were correct.

- d) **Mark** whether your guesses, assumptions and expectations were correct in the chart from task b).

- e) **Prepare** a 5-minute presentation in which you **present** the information you have gathered.

Hint: Your presentation needs an introduction, a main part and a conclusion!

Station 5: Nigerian Pidgin (NP)

Read the text below. Afterwards, work on the following tasks.

Tasks:

1. Write a definition for the term Nigerian Pidgin.

Hint: The following definition of a pidgin and the text above help you:

A *pidgin* is defined as a stable form of speech that is not learned as a first language (mother tongue) by any of its users, but as an auxiliary language by all; whose functions are sharply restricted (e.g., to trade, supervision of work, administration, communication with visitors), and whose vocabulary and [...] structure are sharply reduced, in comparison with those of the languages from which they are derived. Though restricted in content and use, pidgins are real languages with structures of their own that their users must learn.

Source: Hymes, D. "Pidginization and Creolization of Languages: Their Social Contexts" *International Journal of the Sociology of Language*, vol. 2020, no. 263, 2020, pp. 99-109. <https://doi.org/10.1515/ijsl-2020-2088>.

2. Draw a timeline for major events which have influenced or are still influencing the development of Nigerian Pidgin.

3. Describe the role of Nigerian Pidgin in the society and the attitudes towards it.

4. With a partner, compare the two examples of radio adverts in Nigerian Pidgin below with standard English words and structures. Try to translate the adverts and note down similarities and differences to English.

Hint: The context of the adverts may help you to find out some words.

- a) National Electoral Commission's Advert on Voters Regis[t]ration (May 1992)

(Source: Radio Nigeria 3, WAZOBIA FM 93.5)

Go dea, dem de weit fo yu o! Go nao an rejista o! Na onli wen yu regista Yu get rait to vot. Yo vot na im bi yo pawa o. Di senta dem de opin efri-de-bai-de from et o'klok fo di moni go rish sis o'klok fo ifnin from Monde etin May, go rish Monde twenti-faif 1992. [...]

- b) United Bank for Africa (UBA)'s Advert on Money Transfer (Money Gram)

(Source: Eko FM, September 2010)

Speaker A: If na moni fo skul, o ospita bil; weda na moni fo haus, o serimoni; if na moni fo chop, o tu bai haus; kontakt obodo Oyibo, an yo moni go land, expres! [...] (Many Voices) UBA Moni Gram!

Nigerian Pidgin

The use of Nigerian Pidgin seems to have gained a wider currency² since Nigeria's independence in 1960. Among the educated and barely educated, the pidgin is used profusely in many spheres of life, especially in informal situations. In the mass media (television, radio, magazines and newspapers), schools, higher institutions of learning, government offices, etc., pidgin discourse abounds³. In fact, despite the fact that it is not yet an official lingua franca⁴ in the country, it is a daily phenomenon in everyday affair of an

² currency: acceptance

³ to abound: to thrive

⁴ lingua franca: language spoken by a group of people with different first languages

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